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ENGLISH

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1. FOREWORD

Dear Gr 12 Learner

I do hope that this study guide is useful to help you prepare for your final examination. I tried to include relevant examples and exercises which could really assist you to understand what is expected of you.

You are on the threshold of starting a new life. Each of you will start a life full of new beginnings and expectations, but also a new life with many responsibilities.

- ★ You are the future of South Africa
- ★ In ten years' time you are the breadwinners of our nation

The demand for a skilled workforce in South Africa is extremely high.

The National Skills Development Strategy (NSDS) 2005 – 2010 envisages halving poverty, reducing skills shortages and unemployment by 2014. You are part of this strategy as you are the ones who have to equip yourselves with the necessary skills in order to become part of an active, skilled workforce creating work for yourself through the skills you have learnt.

All of you have to work together to improve the quality and relevance of scarce skills by prioritising what you plan and how you prepare yourself for the future. South Africa needs responsible hardworking citizens who really care about the future of our country and not only about themselves and their needs.

As skills development is crucial to the growth and prosperity of South Africa and to ensure that infrastructure and resource needs are met, skills programmes offered by FET Colleges is of utmost importance.

You dare not waste time!

Good luck with your preparations!

Compiled by: Mrs Bets de Lang

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2. ADVERTORIAL

Be College Wise

Since January 2007, FET Colleges nationwide are offering a modern and focused curriculum that is aligned with the skills needs of industry and the country.

The National Certificate (Vocational) NC(V), is a high standard, skills-focused qualification. Unemployed youths and ambitious young people with a Grade 9 pass or higher can now make a career choice from the National Certificate (Vocational) programmes that are offered at FET Colleges, and gain admission into an FET College closer to their residential area.

All NC(V) programmes are year programmes starting with Level 2. Each Level is however an exit Level and students obtain an NQF certificate for each of Level 2/3/4.

The NC(V) programmes are divided as follows:

BUSINESS RELATED:
Management
Marketing
Office Administration
Finance, Economics and Accounting

UTILITY RELATED
Tourism
Hospitality
Safety in Society
Education and Development
Primary Agriculture

ENGINEERING RELATED
Mechatronics
Information Technology and Computer Science
Electrical Infrastructure Construction
Civil Engineering and Building Construction
Engineering and Related Design – Fabrication; Fitting and Turning, Automotive Repair and Maintenance

FET Colleges have been identified as primary training providers to assist government in alleviating the skills shortages and to increase the pool of skilled people.

FET Colleges boast with well-equipped facilities such as workshops for practical training of the Engineering related programmes. Simulation rooms offer valuable experience to the Business related programmes where the departments such as Finance, Marketing, Management and Tourism may benefit as students, through simulation and case studies, are taught practical business skills - meeting procedures, boardroom etiquette, reception skills etc. Market days where marketing students get practical experience to buy and sell their products have proven to be an invaluable tool for gaining an understanding of real business. Training restaurants and industrial kitchens play a vital role in the practical training of the Hospitality students.

These NC(V) programmes all consist of three (3) Fundamental subjects: Life Orientation (with Life Skills and Computer Literacy), Language, Mathematics (Engineering) or Mathematical Literacy (Business related) as well as four (4) Vocational subjects related to a specific programme.

The dedicated Student Support Services at all Colleges offer specialised guidance in aspects such as HIV/AIDS, careers, personal counselling as well as study methods.

In line with the initiatives laid down by government the fifty FET Colleges in South Africa are indeed contributing to vocational education to ensure that people with technical skills will be available for the job market by training people that are skilled enough to meet the challenges of the modern economy.

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The Secrets of Success...
By Bernard Levine

You are the architect of your life
Create your own opportunities and make things happen
Set yourself a specific goal
And monitor your progress
Be of service

Keep doing things for others
Without counting the cost
Turn your defeats into victories
Control your environment
Mix with the kind of people
Who inspire you

Keep your attitude positive
And your health in fine trim
Let God go before you in everything you do
Pray regularly with feeling

Always be planning something constantly
You are the magnet of your circumstances

3. English First Additional Language

Paper 1

SECTION A: Comprehension	(30)	
SECTION B: Summary	(10)	
SECTION C: Language	(40)	2 Hours
	[80]	

3.1 Comprehension

A comprehension becomes easy if you know what to do. The big secret is to read the whole passage and then read it again. By doing so you will understand what the theme is about.

3.1.1 Types of questions:

- **Multiple choice questions**
  These questions usually include four to five options. It is extremely important to read each option carefully and decide which one is "really" right.

- **Open-ended questions**

  These questions require that you give your own view.

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- **Questions that start with**: Who?/What?/When?/Where?/Why?/How?
- Questions like these test your knowledge of the passage.

- **True/False questions**
  Read the section in the passage that has to do with the question and then decide if the whole sentence is true.

- **Words that restrict or open up general statements**
  Words like "sometimes, often, etc. usually indicate that the answer may be true.

- **Title?** Sometimes the examiner instructs you to give a suitable title for the passage.

Where do I start with a comprehension?

a. Read the whole passage
b. Read the passage again
c. Scan you questions
d. Read the passage again (make notes /highlight what you remember)
e. Answer the questions

EXERCISE 1

Read through the following passage and answer the following questions:

Survive the Great Outdoors

By Julie Mercer

Over the last year, “Great Outdoors: has run a number of hiking articles in a special “How to …” series, and if you’ve been following the advice you should have no problem when you hit the trail. But even if you are prepared, things can still go wrong and we wrap up the series by looking at how to survive should you encounter an emergency.

There are a few basic things to remember if you are faced with a crisis, and one of them is to stop and review your situation thoroughly. Look at the weather, terrain, available resources and time of day and only then plan a course of action. Above all, stay calm!

Getting Lost

If you are out of a recognised trail then help should not be too far away, as the wardens usually monitor exactly how many people are using the trail at any given time. If you have strayed off the path, try retracing your steps and make sure you have not overlooked a change in trail direction. Signal for help audibly and visibly – either blow three minutes on your whistle or flash a mirror three times in the sun. Dense smoke produced by placing green leaves or grass in a fire, will generally be seen from lookout towers but don’t start a veld fire! Repeat your distress signal at regular intervals. Air searches can be assisted by placing a large, bright object such as a space blanket in a conspicuous place.

Air, water, shelter and food are the four basic essentials for survival. A person can live for three weeks or more without food, three days without water, three hours without protection in hostile weather and three to five minutes without air.

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Water

If you are lost without sufficient water, conserve body fluids as much as you can by moving only in the cool of the day, talking as little as possible and keeping your mouth closed. Study the immediate terrain and search for clues to water sources. Look out for such things as dense reeds or large movements of animals in a certain direction as they usually indicate a water source. If you dig beneath the surface of dry river beds, at the base of big rocks where there is dense vegetation or the base of large sand dunes, you might find some water. Ore dumps and tailings indicate the water might be nearby in old mine shafts or pits.

If you are lost on a trail then resorting to these methods is not usually necessary.

Shelter

When building a shelter, avoid expending excessive energy. A cave or natural depression is far superior to a complicated wooden structure. Your shelter must minimise body heat loss and maximise body protection from the elements. Choose an area protected from the wind and avoid camping too close to rivers.

If you are stranded in timbered country, construct a simple lean-to from wood and vegetation. Ideally, it should be a three sided structure and offer maximum protection from prevailing night winds and cold. Use sticks and stones as supports and cover them with grass and leaves. You can construct heat reflectors at the back of a fire from logs, rocks, boulders, or a space blanket to allow the heat to radiate into the shelter.

Food

A person can survive for a number of weeks without food and in an emergency; food is your least important worry. Unless it's absolutely necessary don't waste energy searching for edible plants and animals. But it's wise to bear the following points in mind should you need them.

1. No grasses are poisonous and the soft stem, swollen roots and seeds are edible.
2. Anything monkeys and baboons eat can be eaten by humans.
3. Insects such as locust, flying ants, dragonflies, hairless caterpillars, beetles and grubs can be eaten if cooked.
4. Honey can be obtained by smoking out a beehive.
5. Most fish are edible.
6. All fresh bird's eggs are edible.
7. Avoid the following: fruits with smooth yellow or green skins and thorns on leaves or stems, dark purple fruits from plants with milky juice but no thorns, and fruits from carpet like, low growing plants. If the first taste of the central pulp is bitter, don't eat it! Spit out the seeds and keep away from mushrooms unless you are absolutely sure of their edibility.

The wilderness is a major hazard and the only way to counter that is never to enter wilderness areas. If we want to do so, we must accept an element of risk, the degree of which is largely dependent on ourselves.

Choose the correct answer from the options given below. Write **ONLY** the number of the question and letter of the option you have chosen.

3.1.1 To signal for help audibly is to

A shoot a flair up into the air

B shout out loudly for help

C drop small pebbles along the trail

D flash a mirror in the sun (2)

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3.1.2 "Natural depression" in context means a

A footpath in the wood

B sad mood of hopelessness

C horizontal plane

D hollow in the ground (2)

Indicate whether the following statements are TRUE or FALSE. QUOTE to prove your answer

3.1.3 Water might be found where there are many trees and shrubs (2)

3.1.4 When building a shelter one shouldn't use too much energy (2)

3.1.5 Fruits from plants with milky juice, but no thorns should be avoided. (2)

3.1.6 Say in your OWN words how you can get your shelter warm inside. (2)

Complete the following sentence:

3.1.7 The four elements in medieval philosophy are 3.1.7.1, water, air and 3.1.7.2. (2)

Give a word from the passage with the same meaning as the underlined word.

3.1.8 Grasshoppers can be eaten. (2)

[16]

3.2 Summary

Where do I start with a summary?

Same as in a comprehension:

→ Read the whole passage
→ Read the passage again
→ Highlight /underline the main ideas
→ Start with your summary

The instruction normally looks like this:

→ List SEVEN point in full sentences using no more than 45 or 50 or even 70 words
→ Number your sentences from 1 to 7

When you have finished, count the words and write it in brackets underneath.

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EXERCISE 2

Do the following summary:

Always remember to read the actual instruction!

Read the Comprehension passage: **Survive the great outdoors (Page 5).** In no more than **45** words write a summary **in point form** describing what to do, and look for, to prevent dying from thirst should you get lost in a country where no-one has ever set foot. Please read instructions on the *CONTENTS page* carefully. **SUMMARY/ PRèCIS**

INSTRUCTIONS:

- Your summary must be in point form.
- Number your sentences from 1 to 7.
- Write down only ONE fact per line.
- Use full sentences.
- Use your own words as far as possible.
- Indicate the number of words you have used in brackets at the end of your summary.

You will be penalised for exceeding the maximum number of words or failing to indicate the number of words used.

[10]

3.3 Language

As it is impossible to cover every aspect of language which you did during your twelve years of school, we are going to concentrate on what is asked mostly in examinations.

3.3.1 Visual Literacy

Analysing a cartoon
Analysing an advertisement

Remember the following when analysing a cartoon:

Propaganda – information which is false or emphasise just one part of a situation
Prejudice – an unreasonable dislike in people who are different from you
Bias – unfair attitudes choices, decisions or opinions when dealing with certain people
Ambiguity – can be understood in more than one way
Pun – word play: an amusing use of word or a phrase that can have two meanings

You are given a cartoon strip and you have to answer specific questions on what you **SEE & READ**. Ask yourself a few questions:

a) What kinds of people are in the frame/picture?

- How old are they?
- What gender, class and race are they?
- How do you know this? Consider clues like clothes, hair, expression, posture and position.
- Are they large or small in the picture's 'frame'?
- Is the camera pointing up or down at them? Why?

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b) What objects are featured, and why?

c) Where is it set? How do you know? What is in the background?

EXERCISE 3 – Visual Literacy

Analyse the following cartoon:

Read the following cartoon and answer the set questions.

Study the pictures: what is said, their body language etc.

.

3.1 How do you know that two girls in the cartoon are still scholars and in the same school? (2)

3.2 Refer to frame 2.

(a) Do you think Patience has a friendly or hostile attitude towards Joyce's response? (1)

(b) Give a reason for your answer. (1)

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3.3 Refer to frame 4.

There is a change in the colour of the surrounding. Name the obvious suggestion as well as the deeper meaning. (2)

3.4 Tebogo says that he has "some nice stuff" in his room.
In your OWN words say what is this "stuff" that he is referring to? (1)

3.5 Refer to frame 5. Tebogo and Patience are in Tebogo's room.
What may be suggested with Patience's body language and her clothing? (1)

3.6 Refer to frame 7
What does the "positive" sign suggest? (1)

3.7 Refer to frames 3 and 7
The phrase "Are you positive, Patience?" has two different suggestive meanings in this cartoon. Name them (2)

[10]

3.3.2 Active/ passive voice

For a person to be able to turn a sentence describing an active motion into a passive voice sentence, the sentence has to consist of the following: Subject + Verb + Object

E.g. John eats an apple

Study the following examples to see how a passive sentence is formed:

Present Indefinite tense - Thabo writes a letter
A letter is written by Thabo

Past indefinite tense - Thabo wrote a letter
A letter was written by Thabo

Future indefinite tense - Thabo will write a letter
A letter will be written by Thabo

Present Continuous tense - Thabo is writing a letter
A letter is being written by Thabo

Past Continuous tense – Thabo was writing a letter
A letter was being written by Thabo

Present perfect tense - Thabo has written a letter
A letter has been written by Thabo

Past perfect tense - Thabo had written a letter
A letter had been written by Thabo

Look at singular/ plural subject/ objects

Don't Forget!

EXERCISE 4 – Passive Voice

Do the following: Start with the underlined words and change the following active voice sentences into passives.

a. Marnus reads a book every Saturday.
b. We are playing the music now.

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c. Dihan saw the accident last week.
d. We shall sing the songs tonight.
e. Elliné drives a car today.
f. The children ate the apples last night.
g. Mother was listening to the children yesterday at 15:00.
h. Jan is digging a hole at this moment.
i. Mary has found her purse.
j. We had learnt our words for the song long ago.

[10]

3.3.3 Punctuation

Punctuation is extremely important when writing. Know where to use capital letters, a comma, a question mark, an exclamation mark, a full stop and inverted commas:

CAPITAL LETTERS: ★ **When you begin a new sentence:** *We always enjoy reading.* ★ **When writing the names of people:** *John, Kgomotso and Tebogo*. ★ **When you use I**: *I love reading books and I love singing.* ★ **When writing days of the week, months of the year and special days**: *Monday, June and New Years Eve.* ★ **Titles of people, books, songs, plays, films, poetry and newspapers**: *The Sun, Time Magazine, Mrs Modise and To Kill a Mockingbird.* ★ **When writing the names of rivers, cities, town, townships etc**: Johannesburg, Vaal river and Soweto	**THE COMMA:** ★ **Less important parts of a sentence separated from the main idea:** *Neo attended church, in the morning, and he visited his grandmother.* ★ **Separates descriptive adjectives before a noun:** *He is an attractive, clever and smart young boy.* ★ **Before and after using conjunctions such as *nevertheless*:** *I failed English, nevertheless, I shall not give up and I shall pass at the end of the year* ★ **When writing a list of items:** *I must buy apples, potatoes, tomatoes and some juice.* ★ **After the name of the person whom you addressed**: *Lerato, come to my office immediately*.
THE QUESTION MARK: ★ **At the end of a question sentence when a answer is expected**: *What did you do with the pen?* ★ **Questions where no answer is expected or required (rhetorical questions):** *Am I going to pass Gr 12?* **NEVER use more than one question mark. DO NOT write: Where are you going????**	**THE EXCLAMATION MARK:** ★ **Used to express emotions such as: anger, surprise, disappointment, pain etc**: *I am so mad at you!* ★ **When words are being shouted:** *There is ghost behind you!* ★ **Used at the end of command sentences:** *Sit down and keep quiet immediately!* ★ **Indicative of a quarrel taking place:** *I told you I never want too see you again!* **ALWAYS use just one exclamation mark! DO NOT write: Keep quiet!!!**
THE FULL STOP: ★ **At the end of sentences:** *Monare was very disappointed with his English mark.* ★ **Not used after abbreviations of metric measurements:** *m - metre* *l - litre*	**INVERTED COMMAS:** ★ **Used to indicate direct speech:** *"I went to the movies yesterday" said Tshepo.* ★ **Firstly, place a colon then the inverted commas and then write out your sentence. Place your punctuation mark and close the inverted commas.** *Lebo said: "I love your new hairstyle!"*

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EXERCISE 5 – Punctuation

Punctuate the following paragraph:

5.1 study hard, said the teacher and we did.

5.2 in last weeks the sunday times, one of my favourite newspapers, I enjoyed reading andersons article how not to loose your mind.

5.3 Yes thabo said Ill be home by ten.

5.4 lebo said we have to study till dawn. **[15]**

3.3.4 Dictionary work

The computer is one of the most indispensable tools which touch almost every aspect of our daily lives. It can store, retrieve and you can write, edit, change and manipulate text. You can do spell check and almost write faultless letters. And still many people send out letters which are full of mistakes! The reason? You must know your vocabulary. Not only how to spell words but also how to use it.

A dictionary can be a wonderful source of information – from spelling to pronunciation, singular, plural, meaning, ambiguity etc.

If you take time to study a dictionary and read the explanation on how to use it in the index, a wonderful world of lexicology would open up to you.

1st meaning

pronunciation

AmE has $ in front

noun

court' S1 W1 / ko:t $ ko:rt/ *n*

1st definition

1 FOR DECIDING ABOUT A LEGAL CASE [C,U] The place where a trial is held especially the judge

2 FOR PLAYING SPORT [C] an area made for playing games such as tennis. *Can you book a Squash court for tomorrow?*

2nd definition

3 KING/QUEEN [C] the place where a king or queen lives and works

4 AREA NEXT TO A BUILDING [C] a COURTYARD

2nd meaning

verb transitive

court² *v* [T]

labels before the definition shows the register

1 to try hard to please someone

2 **court danger/death etc** *formal* to behave in a way that makes danger more likely

3 **be courting** *old-fashioned* if a man and a woman are courting, they are having a romantic relationship

WORD FOCUS: COURT
people in a court of law: **judge, magistrate, defence** BrE/ **defense** AmE witness, prosecution, defendant, **attorney, lawyer, barrister** BrE **solicitor**

S1 = one of the 1000 most common spoken words in English

W1 = one of 1000 most common written words in English

[C] = Countable [U] = Uncountable
[T] = Transitive [I] = Intransitive

Taken from: LONGMAN – Dictionary of Contemporary English

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EXERCISE 6 – Dictionary work

Do the following:

consent[1] /kən'sent/ noun [U] ★★ permission to do something: **with/without sb's consent** *He entered the building without the owner's consent.* ♦ **+of** *You cannot go on school trips without the written consent of your parents.* ♦ **+to** *Both the husband's and wife's consent to the sale is required.* ♦ **give (your) consent** *The planning authority had previously given consent to the development.* ♦ **withhold (your) consent** *A patient has a right to withhold consent to the treatment.* → AGE OF CONSENT

by common/general consent *formal* used for saying that nearly everyone agrees with the opinion given

by mutual/common consent with the agreement of everyone involved: *The contract was ended by mutual consent.*

consent[2] /kən'sent/ verb [I] ★
1 to give approval for something: **+to** *The child's parents would not consent to the treatment.*
2 to agree to do something: *The defence must show that the victim had consented.* ♦ **consent to do sth** *He consented to answer their question.*

con'sent ˌform noun [C] a document that someone signs to show that they will allow something to happen

consenting adult /kənˌsentɪŋ 'ædʌlt/ noun [C] someone who is legally old enough and is willing to take part in an activity, especially a sexual activity

consequence /'kɒnsɪkwəns/ noun [C] ★★★ a result or effect of something: *She said exactly what she felt,*

conservation /ˌkɒnsə'veɪʃn/ noun [U] ★★★
1 the management of land and water in ways that prevent it from being damaged or destroyed: *a wildlife conservation project* ♦ **+of** *groups calling for the conservation of the countryside* ♦ **nature conservation** *habitats of considerable interest in terms of nature conservation*
2 the careful use of energy, water, and other RESOURCES, so that they are not wasted or lost: *energy conservation measures*
3 *Br E* the protection of buildings or objects of historical importance

conser'vation ˌarea noun [C] **1** an area of land that is protected from being damaged **2** *Br E* an area where the buildings are protected because they are of historical importance and new buildings are usually not allowed

conservationist /ˌkɒnsə'veɪʃnɪst/ noun [C] ★ someone who works to protect the environment from damage or destruction

conservatism /kən'sɜːvəˌtɪz(ə)m/ noun [U] **1** a tendency to dislike change **2** a political belief that it is better for society to change only gradually

Conservatism /kən'sɜːvəˌtɪz(ə)m/ noun [U] the beliefs of the Conservative Party

conservative[1] /kən'sɜːvətɪv/ adj ★★

Source: Macmillan English Dictionary for Advanced Learners: International Student Edition
Paperback: 1744 pages; Publisher: Macmillan Education ISBN-0: 0333966759

6.1 What is the meaning of the word consent when it is used as a verb? (1)
6.2 What does the information in brackets after conservationist tell you? (1)
6.3 The word consent is listed more than twice. State a reason for this.
6.4 You will see that the word adverb is constantly written as adv and the word adjective is written as adj. We call these abbreviations.
6.4.1 What is an abbreviation? (1)
6.4.2 Write down at least three other abbreviations from the text and then give their meanings. (6)
6.5 After each headword's phonetic pronunciation has been given in brackets there are words such as: noun, adj., verb and adv. written in italics. What is the function of these words? (2)
6.6 Use two of the entries provided in full sentences to prove that you understand their meaning. (4)

[15]

3.3.5 Singular/plural

These words are plural, so they take a plural verb:

Study these examples

★ My trousers **are** too long, **(not** 'is too long'**)**

a) You can also use **a pair of** + these words:
★ **Those are** nice **jeans**, or That's **a nice pair of** jeans, **(not** 'a nice jeans'**)**
★ I need **some** new **glasses**, or I need **a** new **pair of** glasses.

b) Some nouns end in -**ics** but are not usually plural. For example:
athletics/ gymnastics/ mathematics (or maths)/ physics/ electronics/ economics/ politics
★ **Gymnastics is** my favourite sport.

Don't Forget!

News is **not plural.**
★ What time **is the news** on television? **(not** 'are the news'**)**

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c) Some singular nouns are often used with a plural verb. For example:
government/ staff/ team/ family/ audience/ committee/ company/ firm
These nouns are all groups of people. We often think of them as a number of people (= 'they'), not as one thing (= 'it'). So we often use a plural verb:

The government (= they) **want** to increase taxes.

★ **The staff** at the school (= they) **are** not happy with **their** new working conditions.

In the same way, we often use a plural verb after the name of a sports team or a company:

★ **South Africa are** playing India next week (in a cricket game).

★ **Shell have** increased the price of petrol.

A singular verb (The government **wants...** (one government)/ Shell **has...** (one company) etc.) is also possible.

We always use a plural verb with **police:**

★ The police **have** arrested a friend of mine, (**not** 'The police has')

Note that a person in the police is 'a policeman / a policewoman / a police officer' (**not** 'a police').

d) We do not often use the plural of **person** ('persons'). We normally use **people** (a plural word):

★ He's **a n**ice **person**, but They are nice **people.**

★ **Many people don't** have enough to eat. (**not** 'doesn't have')

e) We think of a sum of money, a period of time, a distance etc. as one thing. So we use a singular verb:

★ **Twenty thousand Rand** (= it) **was** stolen in the robbery, (**not** 'were stolen')

★ **Three years** (=it) **is** a long time to be without a job. **(not** 'Three years are...)

★ **Six miles is a long way to walk every day**

EXERCISE 7 – Singular & plural

Do the following:

1. Give the plural of the following words:

baby	house	beach
box	man	country
class	child	knife
mouse	foot	study
fly	woman	library

[15]

2. Athletics (is/are) my favourite sport.
May I borrow your scissors, mine (is/are) gone.
Fortunately the weather (is/are) not as bad as we thought.
Three days (is/are) long to wait for test results.
I do not like winter as -5ºC (is/are) too cold for me. **[5]**

3.3.6 Questions

Questions are formed by using the obvious starting with What? When? Where? Why? Who? and How? You can also use Does/Do/Did/Will/Shall/Was/Were/Has etc. to form questions. Revise the use of questions in you English textbook.

You will get questions in the final exam! Do not forget the ? mark at the end of the sentence.

Study the following:

Present Indefinite tense - Thabo writes a letter – Does Thabo write a letter?
Past indefinite tense - Thabo wrote a letter – Did Thabo write a letter?

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Future indefinite tense - Thabo will write a letter – Will Thabo write a letter?
Present Continuous tense - Thabo is writing a letter – Is Thabo writing a letter?
Past Continuous tense – Thabo was writing a letter – Was Thabo writing a letter?
Present perfect tense - Thabo has written a letter – Has Thabo written a letter?
Past perfect tense - Thabo had written a letter – Had Thabo written a letter?

EXERCISE 8 – Question

Do the following:

1. (Does/do/did) she come to work last week?
2. (Does/do/did) the shops in your area usually close at six?
3. (Does/do/did) Lebo say she was sorry?
4. (Does/do/did) we need the milk now?
5. (Does/do/did) they leave without saying goodbye? **[5]**

Build sentences.

1. you? What written by was
2. send To you did a whom letter?
3. What your now? children doing are
4. can the not children listen? Why
5. For a did cake? you bake whom birthday
6. you waiting have when Since him? Been for
7. seen? Already you movie Which have
8. father your How travel often abroad? Does
9. you the do What will is weather nice? If
10. long ago this was built? House How **[10]**

3.3.7 Negatives

Take note of how negatives are formed. Study this section in your textbook.

Present Indefinite tense -	Thabo doesn't write a letter / Lerato isn't ill
Past indefinite tense -	Thabo didn't write a letter/ Lerato wasn't ill
Future indefinite tense -	Thabo won't write a letter
Present continuous tense -	Thabo isn't writing a letter
Past Continuous tense –	Thabo wasn't writing a letter
Present perfect tense -	Thabo hasn't written a letter
Past perfect tense -	Thabo hadn't written a letter

EXERCISE 9 – Negatives
Do the following:

Change each sentence to form a negative:

1. Khetiwe lives in Randburg.
2. Alfred comes from Pretoria.
3. The children will attend the new school.
4. He worked hard in his old school.
5. They shall work hard in Gr12.
6. The teacher has two sets of twins in his class.
7. Lebogang had a headache yesterday.

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8. Study hard.
9. Joshua is popular in school.
10. His new school friends are Janet and Phina.

[10]

3.3.8 Positive and negative tags

We use tag questions at the end of statements to ask for confirmation. They mean something like: "Am I right?" or "Do you agree?" They are very common in English.

E.g. Thabo is ill, isn't he?

The basic structure is:

+ **Positive statement,** **Snow is white,**	**-** **negative tag?** **isn't it?**
- **Negative statement,** **You don't like me,**	**+** **positive tag?** **You don't like me,**

EXERCISE 10 – Tags

Do the following:

1. We'd better work hard ……?
2. Nobody answered his letters……?
3. He cannot play the piano……..?
4. This will be your last chance……?
5. They hardly stopped the car……?
6. It's been a long time ,……?
7. Let's not commit suicide……?
8. I'd rather not go to school……...?
9. I am writing a long letter……?
10. Now it is time to go to bed, ……?
11. Alison is 26,……..?
12. She teaches sky-diving,……?
13. She can windsurf,……..?
14. She isn't Australian,……?
15. She doesn't speak Spanish,……?
16. She can't fly a plane, ……..?
17. She's got brown hair,……?
18. She met everyone yesterday,……?
19. She hasn't finished her book yet,……?
20. She didn't get up late,……?

[20]

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3.3.9 Reported speech

When people want to relate what somebody said a few minutes ago or a week ago or way back in the past, they use reported speech.

Also called Direct and Indirect speech

Study the following examples:

Statement:
Lebo: "I love chocolates"
Lebo says that he loves chocolates.
Lebo said that he loved chocolates.

Command
Teacher: "Sit down"
The teacher tells him to sit down.
The teacher told him to sit down.

Negatives
Monare: "Thabo does not work hard"
Monare says that Thabo does not work hard.
Monare said that Thabo did not work hard.

Random example:
"May you be successful"
He wishes him success
He wished him success

Questions and answers
"Does John go to town?" "Yes"
He wants to know if (whether) John goes to town and she replies that John does.
He wanted to know if (whether) John went to town and she replied that John did.
"Did Peter go to town?" "No"
He wants to know if (whether) Peter went to town and she replied that Peter did not.
He wanted to know if (whether) Peter had gone to town and she replied that Peter had not.

Don't Forget!

EXERCISE 11 – Reported speech

Complete the following:

Start with the words in brackets:

11.1 Mary: "I have a terrible toothache now" (Mary said) (3)
11.2 Lebo: "I am so tired today" (Lebo remarked) (3)
11.3 Peter: "I was in this class two years ago" (Peter said) (4)
11.4 John: "What did you do with my textbook yesterday?" (John asked) (4)
11.5 Andrew: "Shut up" (Andrew requested) (1)

Write the following in reported speech:

11.6 Andrew: "I shall tell Tshidi where James was" (3)
11.7 "Can you meet me here tomorrow?" Lydia enquired. (4)
11.8 Edith: "I am leaving for Europe next week as I wish to continue my studies in Germany. I am sure that you will agree that it will be a wonderful experience" (10)
11.9 "I was ill last week," replied Eunice (3)
11.10 "My brother saw the performance last month and he is telling everybody that he has never enjoyed a concert so much. It was a wonderful experience" (5)
11.11 Steve: "We shall leave now as we are very disappointed" (5)

[45]

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3.3.10 Editing and spelling

Any written piece should be proofread for spelling and language construction. All written correspondence should be checked for errors.

As you can see for yourself what can happen when you use spell check. The computer does not indicate any mistakes!

The Spell Checker Poem, by Mark Eckman and Jerrold H. Zar

I have a spelling checker
It came with my PC
It highlights for my review
Mistakes I cannot sea.

I ran this poem threw it
I'm sure your pleased to no
Its letter perfect in it's weigh
My checker told me sew.

All the words used here are recognised English words – that is why the computer does not indicate they are wrong.

3.3.10.1 Gross mistakes are made when a person cannot spell:

Deer Mis Williams,

I want to apollogise for the trubel I cosed in the mafs class twoday.

I promis it wil newer hapen agen.

Peter

Write down the correct words
1……..2……..3……..4……..

5……..6……..7……..8……..

9……...10……11……12……

EXERCISE 12 – Editing and spelling

Do the following:
Correct the following spelling and language mistakes:

A Your incredible body

We tend to take our bodies for granted – until they pack up, that is. When won takes a look at the complexity of the nervous system, the digestive system, the

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muscular system, one can not but marvel at how intricate everything is. And how well it works so much of the time?
But our bodies do deserve care too function at their utmost. They need regular sleep, a balinced diet, not to much alcohol, lots of exercise, and time to de-stress. If you think that sounds basic, think of how many of these things you havent done in the last 24 hours. Bodies are pasient things and they can take quit a lot. But there comes a point where its too much, and when the body fights back, you will defnitely know all about it. (Taken from Health24.com Daily tip) **[10]**

B Nine (9) things you should worry about

We worry about lots of unnecessary things. Each person has their own favourite worry list. So what are the things that are really worth worrying about and doing something about.
Your pension provisions: Most South Africans does not have enough money on which to retire.
Your children and drugs: Don't ever assume that your kids wont go down this road. Be vigilant.
Your home security: This is the one place in witch you should feel safe.
Life insurance: If you have dependants, you realy do need this.
Your health: Good health is the one thing money can't by.
Your spending habits: Constant slight overspending can get you into huge truble.
Medical insurance: Even if it is just a hospital plan, you need to get won.
Your marriage: All mariages – even good ones – need to be worked on.
Your job security: Never asume you'll have the same job for decades. Those days are over. (Taken from Health24.com Daily tip) **[10]**

3.3.11 Apostrophe

The apostrophe is used to indicate:

Possession
Omission

Possession - It is Mary's book
Omission - It's hot today

If you remember this you will never have problems knowing where to use the apostrophe.

NEVER use an apostrophe for <u>plural</u> e.g. dog = dogs – take note: never ~~dog's~~

EXERCISE 13 – Apostrophe

Do the following:

Using the apostrophe

In each question, only <u>one of the sentences</u> has the apostrophes correctly placed. Tick the right answer

A1.

a	Durban's harbour is one of the countrys most beautiful places	
b	Durbans harbour is one of the country's most beautiful places	
c	Durban's harbour is one of the country's most beautiful places	

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d	Durbans' harbour is one of the countrys' most beautiful places	

A2.

a	The two boy's bags were lying at the garden's edge	
b	The two boys bag's were lying at the garden' edge	
c	The two boys' bags were lying at the garden's edge	
d	The two boys' bags' were lying at the gardens edge	

(There are two boys and one garden)

A3.

a	My parent's house is in one of the city's finest areas.	
b	My parents' house is in one of the citys finest areas'	
c	My parents' house is in one of the citys' finest areas	
d	My parents' house is in one of the city's finest areas	

A4.

a	The two buildings doors' and windows' were damaged in the storm	
b	The two buildings door's and window's were damaged in the storm	
c	The two buildings' doors and windows were damaged in the storm	
d	The two building's doors and windows were damaged in the storm	

A5.

a	The teams manager's attitude was affecting all the player's performance	
b	The team's manager's attitude was affecting all the players' performance	
c	The teams manager's attitude was affecting all the players' performance	
d	The team's manager's attitude was affecting all the player's performance	

[5]

B Change each underlined noun to the correct possessive form.

1. The girlfriend of her <u>brother</u> drives a Mini Cooper.
   Her ……girlfriend drives a Mini Cooper.
2. We heard the voices of the <u>children</u> clearly in the kitchen.
   We heard the …….. voices clearly in the kitchen.
3. The husbands of the <u>sisters</u> have lunch together every Saturday.
   The …….. husbands have lunch together every Saturday.
4. The report, supported by the accounts of two <u>witnesses</u>, proves he did not commit the crime.

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The report, supported by two …….accounts, proves he did not commit the crime.

5. The flavour of the cake was improved when he put icing on it.
   The …….flavour was improved when he put icing on it.
6. The guess of anybody is as good as mine.
   …….. guess is as good as mine.
7. I spent all my evenings at the house belonging to my grandmother.
   I spent all my evenings at my …… house.
8. The votes of two members changed the outcome of the election.
   Two ..……. votes changed the outcome of the election.
9. The wipers on your car need to be replaced.
   Your ……. wipers need to be replaced.
10. The cat played with the toy belonging to it.
    The cat played with …… toy.

[10]

3.3.12 Tenses

Study the different tenses and the Time words of each tense in your textbook:
Present Indefinite tense - (Today/Everyday) Thabo writes a letter
Past indefinite tense - (Yesterday/last week) Thabo wrote a letter
Future indefinite tense - (Tomorrow/next week) Thabo will write a letter
Present Continuous tense – (At this moment/ now) Thabo is writing a letter
Past Continuous tense – (At that moment/ then) Thabo was writing a letter
Present perfect tense - (Just/already) Thabo has written a letter
Past perfect tense - (Just/already) Thabo had written a letter

Don't Forget!

EXERCISE 14 – Tenses

Do the following:

1. I..... on holiday three weeks ago.
   A. am going B. went C. go D. am gone
2. He..... for ten minutes.
   A. spoke B. spoked C. speak D. speaking
3. I was in the bath when the telephone.....
   A. ring B. rung C. rang D. ringed
4. I..... at that hotel when they had a fire.
   A. stayed B. was staying C. stay D. have stayed
5. He met me as I..... through the door.
   A. come B. was coming C. had come D. will come
6. I..... my work.
   A. has do B. has done C. have did D. have done
7. He..... here.
   A. has always not working B. has not always worked C. have not always

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worked D. have always not worked

8. He often..... golf.
   A. plays B. is playing C. do play D. play
9. Where..... to when you overtook me yesterday?
   A. was you driving B. were you driving C. was you drive D. was driving you
10. She is here,..... she?
    A. wasn't B. weren't C. isn't D. aren't
11. You are going,..... you?
    A. isn't B. wasn't C. weren't D. aren't
12. They live here,..... they?
    A. aren't B. don't C. doesn't D. isn't
13. I was taking it easy when the boss..... in
    A. was walking B. walked C. walking D. walks
14. He was driving when the car.....
    A. was crashing B. crash C. crashes D. crashed
15. We..... while you were living in Italy.
    A. meet B. met C. were met D. was meeting
16. He..... the report while he was flying to Amsterdam.
    A. reading B. were reading C. read D. reads **[16]**

3.3.13 Synonyms

A synonym is a word that has a similar meaning as another word:

Synonyms			
E.g.	precise	–	exact/accurate/specific
	edge	-	rim/border/boundary
	order	-	command/instruction/

EXERCISE 15 – Synonyms

Do the following:

Oh captain, my captain

Bafana Bafana captain **Aaron Mokoena** shares his excitement for this year's much-1.anticipated FIFA World Cup in his home country

How did your soccer 2.career start? My mother is a 3. fantastic influence on my life and she 4.always encouraged and supported me in 5. whatever I was 6.engaged in. I am the youngest of seven children and my 7. focus was to do well in school and study hard because 8. education has always been very close to my heart. But it was not all about studying… I have always had a 9. passion for sport and 10. spent many hours after school and weekends playing not just soccer, but 11. many other sports. I even 12. considered playing 13. professional basketball but realised I needed to be taller for that. I was 14. spotted as a young soccer player and was signed for Jomo Cosmos. This was a real 15. breakthrough for my career.

(Taken from Top Billing Magazine, January 2010)

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Find synonyms in the list below for each of the numbered word in the passage:

1 …….	enthusiasm
2 …….	anything
3 …….	advancement
4 …….	expected
5 …….	incredible
6 …….	though about
7 …….	profession
8 …….	chosen
9 …….	busy with
10 …….	schooling
11 …….	numerous
12 …….	forever
13 …….	centre of attention
14 …….	used up
15 …….	expert

3.3.14 Antonyms

An antonym is a word that <u>means the opposite</u> of the word:

Antonyms		
front	-	back
day	-	night
quiet	-	loud

EXERCISE 16 – Antonyms

Do the following:

Choose the correct <u>antonym</u> for the term given.

1.	idle	vigorous/lazy
2.	inception	termination/beginning
3.	inborn	acquire/natural
4.	courteous	enrich/rude
5.	illicit	illegal/legal
6.	placate	enraged/calm
7.	large	small/huge
8.	impede	stop/assist
9.	joyous	happy/sad
10.	effusive	talkative/quiet

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3.3.15 Pronouns

A pronoun is a word that takes the place of a noun
Pronouns are words like *I*, *me* (personal pronouns) or *my*, *mine* (possessive pronouns).

Personal Pronouns		Possessive Adjectives and Pronouns		
subject form	**object form**	**possessive adjective**	**possessive pronoun**	**Reflexive Pronouns**
I	me	my	mine	myself
you	you	your	yours	yourself
he	him	his	his	himself
she	her	her	hers	herself
it	it	its	its	itself
we	us	our	ours	ourselves
you	you	your	yours	yourselves
they	them	their	theirs	themselves

EXERCISE 17 – Pronouns

Do the following:

A.

1. Tshego is sleeping. …….. worked hard during the day
2. I am cleaning the chalkboard. ….. is full of dust.
3. My mother and I are watching TV. ……. live together
4. Tshidi is driving a new car. …….. bought it last week.
5. Mary has a brother. ……. lives in England **[5]**

B.

Choose the correct reflexive pronouns and write them into the gaps:
Example: Walter and Fred - stop talking to _____!
Answer: Walter and Fred - stop talking to ***each other***!

1. I can carry this heavy box ……

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2. Marcus cut …… while he was preparing supper
3. I have been teaching …… Russian for five years
4. Has Yvonne hurt …… in the accident
5. Patrick and Stephen, help ……..to some tea, please.
6. The Pope ……..visited our church.
7. Don't burn……..! The oven is terribly hot.
8. "Claire, who wrote the theatre programme for your school?" - Claire: "I wrote it……."
9. We're sorry, we don't know the way to the castle by …….
10. Are Doreen and George married to ……? **[10]**

C. Choose the correct reflexive pronouns from the following:

myself - **yourself** - **himself** - **herself** - **itself** - **ourselves** - **yourselves** - **themselves**

1. Robert made this T-shirt……
2. Lisa did the homework…….
3. We helped ……..to some cola at the party
4. Emma, did you take the photo all by ……?
5. I wrote this poem ……...
6. He cut …….with the knife while he was doing the dishes
7. The lion can defend…….
8. My mother often talks to……
9. Tim and Gerry, if you want more milk, help……
10. Alice and Doris collected the stickers……

3.3.16 Prepositions

Basic Prepositions: Time and Place – at/in/on

IN	**AT**	**ON**
(the) bed*	class*	the bed*
the bedroom	home	the ceiling
the car	the library*	the floor
(the) class*	the office	the horse
the library*	school*	the plane
school*	work	the train

* You may sometimes use different prepositions for these locations.

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Familiarise yourself with the following common prepositions:

about	above	across	after	against
around	at	before	behind	below
beneath	beside	besides	between	beyond
by	down	during	except	for
from	in	inside	into	like
near	over	through	throughout	till
to	toward	under	until	up
upon	with	without	according to	because of
by way of	in addition to	in front of	in place of	in regard to
in spite of	instead of	on account of	out of	since

EXERCISE 18 – Prepositions

Do the following:

Fill in the correct preposition:

Bertha Chibale appears calm and unruffled. A lunch _____ home _____ her friends and family is hardly a challenge _____ someone who regularly caters _____functions ranging _____ an intimate cocktail party _____ a three-course meal _____ 1000 people.

Bertha grew up _____ Zambia.

For Bertha, entertaining is _____ bringing people together _____ celebrate life.

(Adapted from Garden and Home January 2010) **[10]**

3.3.17 Concord

Whatever you write, look at the CONCORD. This means agreement in number and tense.

E.g. Dihan does (✓) his homework every afternoon **NOT** Dihan do (X) his homework.

Lebo likes (✓) school NOT Lebo like (X) school.

The children were (✓) here yesterday NOT The children was (X) here yesterday.

3.3.18 Adverbs

What is an Adverb?

An adverb is a word that tells us more about a verb. It "qualifies" or "modifies" a verb (The boy ran quickly).

In the following examples, the adverb is in bold and the verb that it modifies is in italics.

Kobus *speaks* loudly. (How does Kobus speak?)

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Marnus *works* locally. (Where does Marnus work?)

Forming Adverbs

We make many adverbs by adding -ly to an adjective, for example:

quick (adjective) > quickly (adverb)
careful (adjective) > carefully (adverb)
beautiful (adjective) > beautifully (adverb)

There are some basic rules about spelling for -ly adverbs. See the table below:

Adjective ending	do this	adjective	adverb
most adjectives	add -ly	quick nice sole careful	quickly nicely solely carefully
-able or -ible	change -e to -y	regrettable horrible	regrettably horribly
-y	change -y to -ily	happy	happily
-ic	change -ic to -ically	economic	economically

But not all words that end in -ly are adverbs.
The words friendly, lovely, lonely and neighbourly, for example, are all adjectives.

And some adverbs have no particular form. Look at these examples:
well, fast, very, never, always, often, still

Note that the form of an adverb can also change to make it comparative or superlative.

Kinds of Adverbs

Adverbs of Manner
Adverbs of Manner tell us the manner or way in which something happens. They answer the question **"How?"** Adverbs of Manner mainly modify *verbs*.

He *speaks* **slowly**. (How does he speak?)
They *helped* us **cheerfully**. (How did they help us?)
James Bond *drives* his cars **fast**. (How does James Bond drive his cars?)

We normally use Adverbs of Manner with **dynamic (action)** verbs:
He ran fast. She came quickly. They worked happily.

Adverbs of Place

Adverbs of Place tell us the place where something happens. They answer the question **"Where?"** Adverbs of Place mainly modify *verbs*.
Please *sit* **here**. (Where should I sit?)

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They *looked* **everywhere**. (Where did they look?)
Two cars were *parked* **outside**. (Where were two cars parked?)

Adverbs of Time/Frequency

Adverbs of Time tell us something about the time that something happens. Adverbs of Time mainly modify *verbs*.

They can answer the question **"When?":**
He *came* **yesterday**. (When did he come?)
I *want* it **now**. (When do I want it?)

Or they can answer the question **"How often?"**
They *deliver* the newspaper **daily**. (How often do they deliver the newspaper?)
We **sometimes** *watch* a movie. (How often do we watch a movie?)

Adverbs of Degree

Adverbs of Degree tell us the degree or extent to which something happens. They answer the question "how much?" or "to what degree?" Adverbs of Degree can modify *verbs*, *adjectives* and other *adverbs*.

- She **entirely** *agrees* with him. (How much does she agree with him?)
- Mary is **very** *beautiful*. (To what degree is Mary beautiful? How beautiful is Mary?)

Adverb Position

When an adverb modifies a *verb*, there are usually 3 possible positions within the sentence or clause:

1. FRONT - before subject		**Now**	I will *read* a book.
2. MID - between subject + verb	I	**often**	*read* books.
3. END - after verb/object	I *read* books	**carefully**.	

EXERCISE 19 – Adverbs

Do the following:

1. Dihan is happy. He smiles …….
2. The girl is loud. He shouts …….
3. Her English is fluent. She speaks English ……..
4. Our mum was angry. She spoke to us …….
5. My neighbour is a careless driver. He drives ……
6. The painter is awful. He paints ……
7. Thabo is a wonderful piano player. He plays the piano ……
8. This girl is very quiet. She often sneaks out of the house ……..
9. She is a graceful dancer. She dances really ……
10. This exercise is simple. You …….. have to put one word in each space

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3.3.19 Adjectives

What Is An Adjective?

The simplest definition of an adjective is that it is a word that describes or clarifies a noun. Adjectives describe nouns by giving some information about an object's size, shape, age, colour, origin or material. They also clarify which thing (noun) the speaker means by giving information as well as the speaker's opinion or observations about it and its purpose. They can also be used as comparatives or superlatives.

- It's a *big* table. (size)
- It's a *round* table. (shape)
- It's an *old* table. (age)
- It's a *brown* table. (colour)
- It's an *English* table. (origin)
- It's a *wooden* table. (material)
- It's a *lovely* table. (opinion)
- It's a *broken* table. (observation)
- It's a *coffee* table. (purpose)

What Do Adjectives Look Like?

English can be very tricky, so you have to be careful. Many English adjectives end with these suffixes:

- **-able/-ible** – adorable, invisible, responsible, uncomfortable
- **-al** – educational, gradual, illegal, nocturnal, viral
- **-an** – Cuban, Mexican, urban
- **-ar** – cellular, popular, spectacular, vulgar
- **-ent** – intelligent, potent, silent, violent
- **-ful** – harmful, powerful, tasteful, thoughtful
- **-ic/-ical** – athletic, energetic, magical, scientific
- **-ine** – bovine, canine, equine, feminine, masculine
- **-ile** – agile, docile, fertile, virile
- **-ive** – informative, native, talkative
- **-less** – careless, endless, homeless, timeless
- **-ous** – cautious, dangerous, enormous, malodorous
- **-some** – awesome, handsome, lonesome, wholesome

EXERCISE 20 – Adjectives

Do the following:

Fill in the correct form of the words in brackets (comparative or superlative).

1. My house is (big) than yours.

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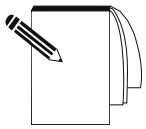
2. This flower is (beautiful) than that one.
3. This is the (interesting) book I have ever read.
4. Non-smokers usually live (long) than smokers.
5. Which is the (dangerous) animal in the world?
6. A holiday by the sea is (good) than a holiday in the mountains.
7. People say that Chinese is (difficult) to learn than English.
8. Who is the (rich) woman on earth?
9. The weather this summer is even (bad) than last summer.
10. Jeremy is 10 years old. Julie is 8 years old. Jeremy is (old) than Julie.



MEMORANDUM

EXERCISE 1 - COMPREHENSION

3.1.1 B (2)

3.1.2 D (2)

3.1.3 True "…dense vegetation … might find water." (2)

3.1.4 True "…avoid spending excessive energy." (2)

3.1.5 False "…dark purple fruit…" (acc. any other 3 words with the quote) (2)

3.1.6 Use logs, rocks or a space-blanket behind / at the back of your fire outside.

The heat will then radiate into your shelter. (2)

31.7 3.1.7.1 earth / fire 3.1.7.2 fire / earth (2)

3.1.8 locusts (2)

[16]

EXERCISE 2 - SUMMARY

1. Move only when it is cool.
2. Avoid opening your mouth.
3. Dense reeds indicate water.
4. Check whether animals move in one direction.
5. Dig beneath the surface of dry riverbeds.
6. Dig next to rocks with dense vegetation.

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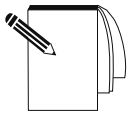
7. Dig at the base of sand dunes. 42 words [10]

NOT anything about mines (…where no-one has set foot.)

- Read instructions of first summary carefully.

EXERCISE 3 - CARTOON



✓ ✓

3.1 They wear the same school uniform. (1)

3.2 (a) Patience has a hostile attitude towards Joyce's response (1)
(b) She stands with folded arms as if protecting herself/hiding something. (1)

3.3 The darker colour of the surroundings indicate nightfall as well as danger/ dark intentions. (2)

3.4 (OWN words) liquor/ drugs (anything logical) (1)

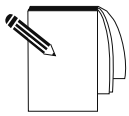
3.5 Patience's body language might indicate that she is willing to try the "nice stuff" as she went to his room. Her clothing might also indicate willingness as she let the strap of her top down. (1)

3.6 The "positive" sign suggests HIV positive or+ own interpretation (1)

3.7 Frame 3 – suggests that Joyce wants to know whether Patience is positive that she is doing the right thing.
Frame 7 - – suggests that Joyce wants to know whether Patience is HIV positive (2)

[10]

EXERCISE 4 - PASSIVES



a. Marnus reads a book every Saturday. - A book is read by Marnus every Saturday.

b. We are playing the music now. - The music is being played by us now.

c. Dihan saw the accident last week. The accident was seen by Dihan last week.

d. We shall sing the songs tonight. – The songs will be sung by us tonight.

e. Elliné drives a car today. - A car is driven by Elliné today.

f. The children ate the apples last night. – The apples were eaten by the children last night

g. Mother was listening to the children yesterday at 15:00. – The children were being listened to by Mother yesterday at 15:00

h. John is digging a hole at this moment. – A hole is being dug by John at this moment

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i. Mary has found her purse. – Her purse has been found by Mary.

j. We had learnt our words for the song long ago. – Our words for the song had been learnt by us long ago. **[10]**

EXERCISE 5 - PUNCTUATION

5.1 "Study hard," said the teacher. And we did.
5. 2 In last week's The Sunday Times, one of my favourite newspapers, I enjoyed reading Anderson's article: "How not to loose your mind."
5.3 "Yes," Thabo said, "I'll be home by ten."
5.4 Lebo said: "We have to study till dawn".

(Any 15) [15]

EXERCISE 6 – DICTIONARY WORK

6.1 To give approval for something (1)
6.2 [C] the word is countable (1)
6.3 It has different meanings. (1)
6.4
6.4.1 It is a shortened form of the word (1)
6.4.2 Br E = British English
(n) noun
(v) verb (6)
6.5 The function of these words is to indicate the parts of speech (2)
6.6 e.g. My mother gave her consent for me to attend the party.
The consequence of our hasty decision was that we left behind all the food for the camping holiday. (Any thing logical) (4)

[15]

EXERCISE 7 - PLURAL

1. Give the plural of the following words:

Baby - babies	house - houses	beach - beaches
box - boxes	man - men	country - countries
class - classes	child - children	knife - knives
mouse - mice	foot - feet	study - studies
fly - flies	woman - women	library - libraries

[15]

2. Athletics is my favourite sport.
May I borrow your scissors, mine is gone.
Fortunately the weather is as bad as we thought.
Three days is long to wait for test results.
I do not like winter as -5ºC is too cold for me. **[5]**

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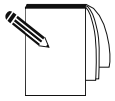
EXERCISE 8 - QUESTIONS

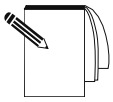


1. Did she come to work last week?
2. Do the shops in your area usually close at six?
3. Did Lebo say she was sorry?
4. Do we need the milk now?
5. Did they leave without saying goodbye? **[5]**

Build sentences.

1. What was written by you?
2. To whom did you send a letter?
3. What are your children doing now?
4. Why can the children not listen?
5. For whom did you bake a birthday cake?
6. Since when have you been waiting for him?
7. Which movie have you already seen?
8. How often does your father travel abroad?
9. If the weather is nice what will you do?
10. How was this house built long ago? **[10]**

EXERCISE 9 - NEGATIVES



1. Khetiwe doesn't live in Randburg.
2. Alfred doesn't come from Pretoria.
3. The children won't attend the new school.
4. He didn't work hard in his old school.
5. They shan't work hard in Gr12.
6. The teacher doesn't have two sets of twins in his class.
7. Lebogang didn't have a headache yesterday.
8. Don't study hard.
9. Joshua isn't popular in school.
10. His new school friends aren't Janet and Phina. **[10]**

EXERCISE 10 - TAGS

1. We'd better work hard, hadn't we?
2. Nobody answered his letters did they?
3. He cannot play the piano, can he?
4. This will be your last chance, won't it?
5. They hardly stopped the car, didn't they?
6. It's been a long time, hasn't it?
7. Let's not make mistakes, shall we?
8. I'd rather not go to school, would I?
9. I am writing a long letter, aren't I?
10. Now it is time to go to bed, isn't it?
11. Alison is 26, isn't she?
12. She teaches sky-diving, doesn't she?
13. She can windsurf, can't she?
14. She isn't Australian, is she?
15. She doesn't speak Spanish, does she?
16. She can't fly a plane, can she?

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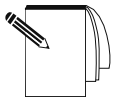
17. She's got brown hair, hasn't she?
18. She met everyone yesterday, didn't she?
19. She hasn't finished her book yet, has she?
20. She didn't get up late, did she?

[20]

EXERCISE 11 – REPORTED SPEECH



11.1 Mary said that she had a terrible toothache then. (3)

11.2 Lebo remarked that he was so tired that day" (3)

11.3 Peter said that he had been in that class two years before (4)

11.4 John asked what you had done with his textbook the previous day/ day before. (3)

11.5 Andrew requested him to shut up. (1)

Write the following in reported speech:

11.6 Andrew said that he would tell Tshidi where James had been. (3)

11.7 Lydia enquired if you could meet her there the next day/following day. (4)

11.8 Edith said that she was leaving for Europe the following week as she wished to continue her studies in Germany. She was sure that you would agree that it would be a wonderful experience" (10)

11.9 Eunice replied that she had been ill the previous week/ week before. (3)

11.10 He said that his brother had seen the performance the previous month/ month before and he was telling everybody that he had never enjoyed a concert so much. It had been a wonderful experience" (6)

11.11 Steve said that they would leave then as they were very disappointed. (5)

[45]

EXERCISE 12 – EDITING AND SPELLING

A Your incredible body

We tend to take our bodies for granted – until they pack up, that is. When <u>one</u> takes a look at the complexity of the nervous system, the digestive system, the muscular system, one <u>cannot</u> but marvel at how intricate everything is. And how well it works so much of the time?
But our bodies do deserve care <u>to</u> function at their utmost. They need regular sleep, a <u>balanced</u> diet, not <u>too</u> much alcohol, lots of exercise, and time to de-stress. If you think that sounds basic, think of how many of these things you

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haven't done in the last 24 hours. Bodies are patient things and they can take quite a lot. But there comes a point where it's too much, and when the body fights back, you will definitely know all about it.
(Taken from Health24.com Daily tip) **[10]**

B Nine (9) things you should worry about

We worry about lots of unnecessary things. Each person has his own favourite worry list. So what are the things that are really worth worrying about and doing something about?
Your pension provisions: Most South Africans do not have enough money on which to retire.
Your children and drugs: Don't ever assume that your kids won't go down this road. Be vigilant.
Your home security: This is the one place in which you should feel safe.
Life insurance: If you have dependants, you really do need this.
Your health: Good health is the one thing money can't by.
Your spending habits: Constant slight overspending can get you into huge trouble.
Medical insurance: Even if it is just a hospital plan, you need to get one.
Your marriage: All marriages – even good ones – need to be worked on.
Your job security: Never assume you'll have the same job for decades. Those days are over. (Taken from Health24.com Daily tip) **[10]**

EXERCISE 13 - USING THE APOSTROPHE

In each question, only one of the sentences has all the apostrophes correctly placed. Tick the right answer

A1.

c	Durban's harbour is one of the country's most beautiful places	✓

A2.

c	The two boys' bags were lying at the garden's edge	✓

(There are two boys and one garden)

A3.

d	My parents' house is in one of the city's finest areas	✓

A4.

c	The two buildings' doors and windows were damaged in the storm	✓

A5.

b	The team's manager's attitude was affecting all the players' performance	✓

[5]

B Change each underlined noun to the correct possessive form.

1. The girlfriend of her brother drives a Mini Cooper.
Her brother's girlfriend drives a Mini Cooper.

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2. We heard the voices of the children clearly in the kitchen.
   We heard the children's voices clearly in the kitchen.

3. The husbands of the sisters have lunch together every Saturday.
   The sisters' husbands have lunch together every Saturday.

4. The report, supported by the accounts of two witnesses, proves he did not commit the crime.
   The report, supported by two witnesses' accounts, proves he did not commit the crime.

5. The flavour of the cake was improved when he put icing on it.
   The cake's flavour was improved when he put icing on it.

6. The guess of anybody is as good as mine.
   Anybody's guess is as good as mine.

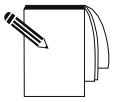
7. I spent all my evenings at the house belonging to my grandmother.
   I spent all my evenings at my grandmother's house.

8. The votes of two members changed the outcome of the election.
   Two members' votes changed the outcome of the election.

9. The wipers on your car need to be replaced.
   Your car's wipers need to be replaced.

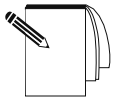
10. The cat played with the toy belonging to it.
    The cat played with its toy. **[10]**

EXERCISE 14 – TENSES



1. I..... on holiday three weeks ago. B. went
2. He..... for ten minutes. A. spoke
3. I was in the bath when the telephone..... C. rang
4. I..... at that hotel when they had a fire. B. was staying
5. He met me as I..... through the door. B. was coming
6. I..... my work. D. have done
7. He..... here. B. has not always worked
8. He often..... golf. A. plays
9. Where..... to when you overtook me yesterday? B. were you driving
10. She is here,..... she? C. isn't
11. You are going,..... you? D. aren't
12. They live here,..... they? B. don't
13. I was taking it easy when the boss..... in. B. walked
14. He was driving when the car..... D. crashed
15. We..... while you were living in Italy. B. met
16. He..... the report while he was flying to Amsterdam. C. read **[16]**

EXERCISE 15 - SYNONYMS



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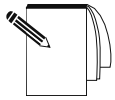
2 profession
3 incredible
4 forever
5 anything
6 busy with
7 centre of attention
8 schooling
9 enthusiasm
10 used up
11 numerous
12 though about
13 expert
14 chosen
15 advancement

[15]

EXERCISE 16 - ANTONYMS



1. idle - vigorous
2. inception - termination
3. inborn - acquire
4. courteous - rude
5. illicit - legal
6. placate - enraged
7. large - small
8. impede - assist
9. joyous - sad
10. effusive - quiet

[10]

EXERCISE 17 – PRONOUNS

A.

1. Tshego is sleeping. He is working hard during the day
2. I am cleaning the chalkboard. It is full of dust.

3. My mother and I are watching TV. We live together
4. Tshidi is driving a new car. She bought it last week.
5. Mary has a brother. He lives in England. **[5]**

B.

Reflexive pronouns

1. I can carry this heavy box myself.
2. Marnus cut himself while he was preparing supper
3. I have been teaching myself Russian for five years
4. Has Yvonne hurt herself in the accident?
5. Patrick and Stephen, help yourselves to some tea, please.
6. The Prime Minister himself visited our town.
7. Don't burn yourself! The oven is terribly hot.

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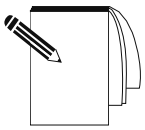
8. "Claire, who wrote the theatre programme for your school?" - Claire: "I wrote it myself."
9. We're sorry; we don't know the way to the castle ourselves.
10 Are Doreen and George married to each other? **[10]**

C. Reflexive pronouns:

myself - **yourself** - **himself** - **herself** - **itself** - **ourselves** - **yourselves** - **themselves**

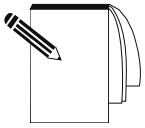
1. Robert made this T-shirt himself
2. Lisa did the homework herself
3. We helped ourselves to some cola at the party
4. Emma, did you take the photo all by yourself?
5. I wrote this poem myself.
6. He cut himself with the knife while he was doing the dishes
7. The lion can defend itself
8. My mother often talks to herself.
9. Tim and Gerry, if you want more milk, help yourselves.
10. Alice and Doris collected the stickers themselves. **[10]**

EXERCISE 18 – PREPOSITIONS



Bertha Chibale appears calm and unruffled. A lunch at home with her friends and family is hardly a challenge to someone who regularly caters for functions ranging from an intimate cocktail party to a three-course meal for 1000 people.
Bertha grew up in Zambia.
For Bertha, entertaining is about bringing people together to celebrate life.
(Adapted from Garden and Home January 2010) **[10]**

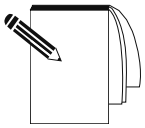
EXERCISE 19 – ADVERBS



1 Happily
2 Loudly
3 Fluently
4 Angrily
5 Carelessly
6 Awfully
7 Wonderfully
8 Quietly
9 Gracefully
10 simply

EXERCISE 20 – ADJECTIVES

Fill in the correct form of the words in brackets (comparative or superlative).



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1. bigger
2. more beautiful
3. most interesting
4. longer
5. most dangerous
6. better
7. more difficult
8. richest
9. worse
10. older

4. English First Additional Language

Paper 3

SECTION A: Essay	(50)	
SECTION B: Longer Transactional Text	(30)	2½ Hours
SECTION C: Shorter text – Transactional/ Reference/ Informational	(20)	
	[100]	

4.1 Essay

You are expected to be able to write an essay of ±250 – 300 words.
Any essay you write must consist of an introduction, a body and a conclusion. Five to seven well-structured paragraphs consisting of a MAIN idea and SUPPORTING detail ensures a well-written essay. A paragraph should be between 5 – 7 lines long

Introduction
Body
Conclusion

You are usually given topics or a picture to write about. If you decide to write about the picture study it closely as you have to use what you see **in** the picture as well as adding your interpretation to make up an essay.

Don't Forget!

Hints for writing an essay:

Identify the experience/topic that you want to write about and which you feel comfortable with. (If you know your English is not that good , always choose a topic on which you can tell a story)

- Each paragraph has a main idea and then you add the supporting detail
- Think about why the experience/topic is significant or important
- Spend some time drafting your recollections about the details of the experience/what you know about the topic.
- Remember to stick to the topic – after every paragraph reconsider if you are still busy with the SAME topic
- Create an outline of the basic parts of your essay.
- Make sure your essay has a good beginning and a conclusion.
- DO NOT use sms language.
- Always write “I” as a capital letter – never “i”

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Types of essays

4.1.1 Narrative essay

A narrative essay is a piece of writing that tells a story. It is usually based on own experience or those of other people.
This type of essay is written in the **past tense** and must have a strong storyline. (**This is the best choice for the final examination**) Remember to capture the reader's attention until the end.

4.1.2 Descriptive essay

A descriptive essay is just what it says: You describe something to someone else.

Don't Forget!

When you choose a descriptive essay, you have to focus on the five senses: Sight/sound/smell/touch/taste so that your readers experience what you felt. By focusing on the senses you give clear and specific details that ***show*** your readers rather than ***tell*** your readers what you are describing. (By using descriptive adjectives and adverbs)

4.1.3 Expository essay

When you present the view of another person or write a report on a situation, it is called expository writing. By analysing the topic, you present a detailed **objective** description of the theme.

4.1.4 Argumentative essay

When you choose a topic, you should think twice before choosing an argumentative topic no matter how strongly you might feel about it. Say for instance you choose abortion. Whether you are for or against the topic, usually after the first rash statement, you do not know what to say further. Avoid writing about such topics because they are impossible to "win".

4.1.5 Discursive essay

When writing a discursive essay the writer attempts to represent both sides, while explaining why he prefers one side above the other.

4.1.6 Reflective essay

Writing a reflective essay means you have to explain your own ideas on the chosen topic in a pensive or introspective manner. However, you should not use slang or too personal thoughts in your work. You should reflect on the issue giving evidence of what you saw or experienced.

EXERCISE 21 – Essay

Write an essay of ±250 – 300 words on one of the following topics:

* My first day in high school
* Why I do not like weddings
* The most embarrassing experience of my life **[50]**

4.2 Longer Transactional Text

You are expected to be able to write a longer piece of transactional writing of ±120 – 150 words.

Important points to remember when doing transactional writing:

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Don't Forget!

- ➔ Each piece of writing has a different FORMAT e.g. the Friendly letter differs from the Formal letter. Remember that marks are given when you write in the correct FORMAT.
- ➔ Each piece of writing has a different TONE (mood), REGISTER (type of language used) and STYLE: The language you use and the tone you write in, e.g. When you write to a teacher it will differ from when you write to your friend.

4.2.1 Official Letter/ Formal letters:

- ☒ Letters of complaint, to the editor of a newspaper, application, etc.
- ☒ Important HOW you write and to use more formal language and tone.
- ☒ Letter should be clear and straightforward, to the point, convincing and logical. Courteous, but not too friendly,.
- ☒ Heading: Your address and date
- ☒ The address of recipient on the left hand side
- ☒ The letter is addressed to the person within the company who will be dealing with the matter. This person's name or title appears immediately above the business address.
- ☒ Line open between the address and the greeting: Dear Mr Smith, Sir, Dear Sir/Madam
- ☒ The TITLE or SUBJECT line is one-line summary of the letter and written in capital letters. (Never underline)
- ☒ Always close a formal letter with: Yours faithfully
- ☒ Sign name and then initials and surname written clearly.
- ☒ A man **never** indicates that he is a "Mr". he just writes P MODISE
- ☒ A lady has a choice between Mrs (married) Miss(single) or Ms if she does not want people to know if she is married/not married e.g. S Tshabalala (Ms)

LETTER OF INVITATION

Letterhead of
School/ College

21 February 2011

Rev Molaolwa
Anglican Church
RANDBURG

Dear Rev Molaolwa

DIPLOMA CEREMONY – SCRIPTURE READING

The annual Diploma Ceremony of our College will take place on Friday, 4 March 2011 at the City Council Auditorium. The function will start at 10:00.

It will be a privilege if you could open the ceremony with Scripture reading and prayer. The time allocation is 5 minutes. We shall appreciate it if you are seated by 09:45.

Please RSVP on/before Wednesday, 9 September 2009 to Ms M Modise at 011-508 7824.

MJ SETHULO
PRINCIPAL

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LETTER TO THE EDITOR

14 Blue Street
RANDBURG
2100

xxxxxxxxxxxxxxxxx
The Editor
The Daily News
16 Witkoppen Drive
RANDBURG
2100
Xxxxxxxxxxxxxx
Dear Sir
xxxxxxxxxxxxxxxxx
POTHOLE DEPRESSION
xxxxxxxxxxxxxxxxx
Many people have complained about …

(Write 3 – 4 paragraphs on what you want to say.)

xxxxxxxxxxxxxxxxx
I honestly hope you will succeed……
xxxxxxxxxxxxxxxxxxx
Yours faithfully

T Modise
T MODISE

14 Finch Drive
Sundowner
RANDBURG
2100

20 February 2011

EXERCISE 22 – Formal letter
Write a letter to the SABC complaining about the screening of films that are full of blasphemy and swear words. **[30]**

4.2.2 Friendly letter

- Remember: Your own address (top right) and the date.
- NO punctuation (except at the end of a sentence) and NO abbreviations
- Greeting: Dear Sipho / Dearest Dad
- Closing: Yours sincerely/Yours affectionately/Kindest regards/Love
- ***DO NOT:*** Start your letter with "I am writing this letter to you ……" or "How are you? I am fine" or "I just want to tell you that …"

This is an easy option to choose for the final examination. Make sure you know how to write this kind of letter.

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FRIENDLY LETTER

16 Pixie Street
Cashan
RUSTENBURG
7813

xxxxxxxxxxxxxxxxxxxxx
22 February 2011
xxxxxxxxxxxxxxxxxxx
Dear Tshidi
xxxxxxxxxxxxxxxxxxx
You will never guess where I went last week? As you know……
……
……
xxxxxxxxxxxxxxxxxxxxxxxxxxxx
My parents……
……

xxxxxxxxxxxxxxxxx
Hope to hear from you soon.
xxxxxxxxxxxxxxxxx
Kind regards
xxxxxxxxxxxxxxxxxxxx
Tsholofelo

EXERCISE 23 – Friendly letter
Write a friendly letter to your cousin who has been living overseas for ten years now. Briefly inform him of how things changed in school during the past ten years. **[30]**

4.2.3 Internal Memorandum

REMEMBER:

- A memorandum is always used <u>within</u> a business, school, and organisation. It may be sent to different branches of the SAME company, but you will <u>never send it to any place outside **your** organisation.</u>
- It always deals with **one** topic at a time

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MEMO

KLERKSDORP HIGH SCHOOL
MEMORANDUM

TO: All Tennis players

FROM: A Smith

DATE: 23 February 2011

SUBJECT: MEETING

Please take note that a meeting will be held on Thursday, 24 February 2011 in Room 12 at 14:30. The purpose of the meeting is to discuss the proposed tour to Cape Town during the April recess.

Please ensure that all of you are on time as we have to start with the practice session directly after the meeting.

S Smith
A SMITH (Ms)
COACH

EXERCISE 24 – Internal memorandum

You are the captain of the first cricket/netball team. Compile a memo to all the players in your team reminding them of a special practice session before the big match against your rival school on Saturday. **[30]**

4.2.4 Writing a short article

It is reasonably easy to write a short article and many people nowadays earn a decent living by writing short articles for Internet sites. Choose a topic that you are familiar with. If you choose a topic that you do not know much about it, you will not be able to write an article that the reader would believe or trust.

Once you have your topic, think about the most important facts about that topic. Think about how your information can be useful or helpful to readers. Think about everything you know about that topic. This will help you to give attention to on what is applicable or not.

An article can start with an introduction which will cover the first paragraph. You can put your article body content in a second paragraph. A third paragraph can be the conclusion. You can close your article with an important viewpoint about the topic or even your personal view.

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Example of a short article

PROTEAS ON THE RIGHT TRACK

The Proteas are fighting fit for the ODI World Cup due to start in India on 19 February 2011.

In the opening match the Proteas will face England. Jacques Kallis will return after recovering from an ankle injury and his experience will bring a significant change to the team.

The South African team is well-balanced and comprise a good selection of fast and spin bowlers. The batting order stretches to number 8 which will ensure a very relaxed atmosphere among the opening batsmen.

Graham Smith will captain the ODI team for the last time during this World Cup

EXERCISE 25 – Short article
Write a short article for your monthly school magazine/newsletter on sport and recreation at your school. **[30]**

4.2.5 Notice, Agenda and minutes of a meeting

4.2.5.1 Notice and Agenda

INSIDE STORY READING CLUB FOR GR 12 LEARNERS

17 January 2011

Dear Member

NOTICE OF MEETING

Please note that the monthly general meeting of the Inside Story Reading Club will be held in the Hall, Room S2 on Monday, 21 February 2011 at 14:00.

The minutes of the meeting held on 17 January 2011 are attached.

Yours faithfully

D Clarke
D CLARKE (Ms)
CHAIRPERSON

AGENDA

1. Opening and welcome
2. Attendance register

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3. Apologies

4. Minutes of meeting held on 17 January 2011

5. Matters arising

6 New business

6.1 Guest speakers for 2011
6.2 Dates for meetings for 2011
6.3 Club fees
"… that club fees be raised to R10 per month"
PROPOSED: Lily Allen
SECONDED: Victor Mokgatla

8. Date of next meeting

9. Closure

EXERCISE 26
Compile the Notice and agenda of the Soccer/Rugby/Netball steering committee of your school. You have to discuss the Regional games/matches to be played in May 2011. **[30]**

4.2.5.2 MINUTES

MINUTES OF THE INSIDE STORY READING CLUB AS HELD ON MONDAY, 21 FEBRUARY 2011 IN THE HALL, ROOM S2 AT 14:00

1. Opening and welcome
Ms Clarke opened the meeting with prayer and welcomed everybody.

2. Attendance register
Thirty learners were present. (See attached attendance register)

3. Apologies
Edith Montshioa was attending a netball meeting at Dikolobe High School, Lerato Tau was ill and Lewis Brown was at Soccer practice.

4. Minutes of meeting held on 17 January 2011
The minutes were read, accepted and signed.

5. Matters arising
Tshidi Leputla reported that she contacted Mr Samuel Shuping the well-known writer. He said it would be a privilege to address all Gr 12 learners during the May meeting.

6 New business

6.1 Guest speakers for 2011

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Ms Clarke informed the meeting that apart from Mr Shuping, another two well-known writers, Ms Nozi Ndweni and Mr John Greeff Would be contacted to act as guest speakers.

6.2 Dates for meetings for 2011
The following meetings were planned for 2011: 21 March, 18 April, 16 May and 18 July.

6.3 Club fees
Lily Allen proposed that club fees be raised to R10 per month. The meeting decided that club fees would remain R5 per month as learners did not have lots of money and the money would only be used as a share of the farewell gift to the school at the end of the year.

8. Date of next meeting
Next meeting - Monday, 21 March 2011

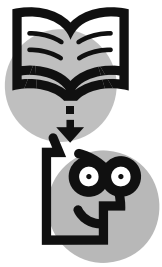
9. Closure
The meeting was closed at 15:05.

_____ _____
D CLARKE (Ms) L TLADI (Ms)
CHAIRPERSON SECRETARY

Date: _____

EXERCISE 27
Write the minutes of the meeting discussed in Exercise 24. **[30]**

4.2.6 Speech



The more you speak in public, the more you get used to speaking and the easier it becomes. Painful as it may seem, you should grab every opportunity to speak.

Words are naturally the main part of any speaker's plan, but the voice and the gestures you use are equally important. You may keep small notes but you must never READ a speech.

Any speech consists of three parts: Introduction, body, closing. You have to start by planning your speech. Ask yourself some questions: What is the environment in which you will be making your speech? What is the event, the age/interests etc. and size of the audience, the venue and time of day? Are there any audiovisual aids available? Do I want to inform/entertain/convince the audience?

Research - Clearly understand your subject by finding out as much as you can about it.

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Introduction
Body
Conclusion

Concentrate on the structure of your speech. It should be informative and entertaining or challenging. Organise your key points. Try not to use more than three main points as more than this may lead to confusion and loss of interest by your audience. Remember, your speech must have a clear introduction, a body and a conclusion containing the message you want to leave with the audience. Make the opening statement as well as your closing stimulating, interesting and to the point.

Use clear, short sentences without complicated words or jargon and consider appropriate use of humour, creating tension, gestures and the effective use of silence.

EXERCISE 28
You are the SRC Chairperson of your school. Compile a farewell speech for the last gathering at the end of 2011. **[30]**

4.2.7 Dialogue

How do you write good dialogue? Listen to how people speak and try to write down some conversations. What you'll find is that people usually don't speak in long, sentences. More often, conversations consist of incomplete sentences, clichés, stringy descriptions, sudden shifts of thought, and even non-words, e.g., "Uh ..."

Every time there is a change in speakers, you need to begin a new paragraph; this applies even if it's just two people talking back and forth.

WHEN WRITING A DIALOGUE, KEEP THE FOLLOWING IN MIND:

- Always write in the first person.
- Decide whether the register will be formal or informal. – This will depend upon the topic.
- Leave one line open after every speaker.
- Punctuation is very important!
- Your choice of words must clearly portray the tone and feeling of the speakers.
- Always write at least five exchanges - an exchange is a statement/ question and response.

Don't Forget!

Mrs Masondo and Thabo discuss the arrangements the day before the Matric farewell.

Ms Masondo: Thabo did you arrange for the flowers to be delivered before 2 o' clock tomorrow?

Thabo: Yes Mam, They will be here early. I know you want the hall to be finished by the time the tables are laid. I promise you it will be on time.

Ms Masondo: Are the Gr 11 girls coming to help us?

Thabo: Ms Williams will let them leave her class at twelve so that they can help.

Ms Masondo: Good. Thank you Thabo I see you have everything under control.

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EXERCISE 29
Jane and Mary share a hostel room. Write the dialogue between Jane and Mary after Jane found out that Mary wore her blue dress to a party on Saturday evening while Jane went out with her parents. It is torn at the one side seam and Jane saw it immediately. **[30]**

4.2.8 Interview

An interview resembles a dialogue as it also is a question and answer session.

Hints for attending an interview:

- Beforehand, find out as much of the company as you can
- Be on time
- Dress professionally – No jeans and takkies
- DO NOT chew gum during the interview
- If they do not mention salary ask politely: "May I know what is company policy regarding remuneration?" NEVER: "What will you pay me?"

EXERCISE 30
Prepare for an interview at a local bank and write down what you think would be said during the interview. **[30]**

4.2.9 Review

A few hints to help you! You must however READ the book first before you try to write a review on it.

★ Start by giving the title of the book, name of the author and publisher
★ Then discuss the genre, setting, style of writing and atmosphere
★ Give an overview of the plot and discuss characterisation
★ Only after the overview, discuss the strengths and weaknesses of the book itself and comment on the suitability.

EXERCISE 31
Write a review of one of your literature prescribed books. **[30]**

4.2.10 Newspaper article

Follow these steps to write a properly structured newspaper article:

1. Decide on a topic then do your research. You must be very knowledgeable on the specific topic before writing about it.

2. Choose a catchy title which will grab the attention of the reader. Titles should be short, simple, and relate to what the article is about.

3. In the first paragraph of your newspaper article, you should answer the five Ws. Who? When? What? Where? Why? The explanations should be short and quick without too much detail. The in-depth details will come in later paragraphs.

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4. The body paragraph(s) of your newspaper article should have more detail about the five Ws. If you have any quotes, you should include them now. In the body paragraph(s), you need to tell the story.

5. Write a conclusion/ending paragraph. This should sum up the article and add any extra thoughts or suggestions. Many people like to end their articles with a quote or catchy statement.

Tips:
Use good grammar and always write about topics of which you are interested in.
Proofread your articles and don't rely solely on automated spellchecker. (See 3.3.11)
Acknowledge any sources which you use to formulate your article.

EXERCISE 32
Write a newspaper article of your choice. (A sports event/ an accident) **[30]**

4.2.11 Magazine article

Page through magazines and see what the articles look like. Try to form an idea what makes it different from a newspaper article

- Research your article but you don't have to know everything about the topic
- Choose an interesting heading
- It should have illustrations or pictures
- It can be descriptive – telling about real life – or it can be figurative- using your imagination
- Write your article. Then rewrite it. Make it the best article you can.

EXERCISE 33
Write a magazine article on the latest make-up/clothing/sportswear trends. **[30]**

4.2.12 Newspaper column

Short articles are normally 500 words or fewer; columns are 1200 words or fewer. This is an average, but specific lengths will vary from paper to paper.

Define your own angle. Articles without slant can be boring & readers might wonder why they are taking the time to read what you wrote.

Provide a solution, don't just raise an issue. Have the conviction to suggest a solution. Criticising certain issues but offering no solutions is pointless. Readers read columns because they want to gain insight and answers. If you don't provide those, you failed as a columnist.

Hints

- Begin with a hit. The best way to draw a reader in when you write a newspaper column is to knock them out from the start. You will want to put your most powerful sentence at the beginning.
- Summarise up front. Put the most important information in the beginning, and then leave the lesser information for the end.

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- Be opinionated. Some pages are full of editorials and cultural critiques that bring your voice and opinion out. Keep them short, between 250 and 400 words, and give some facts to support your view.

EXERCISE 34
Write a newspaper column for the editorial section on medical aids. **[30]**

4.2.13 Curriculum Vitae

A Curriculum vitae (CV) is always accompanied by a covering letter

CURRICULUM VITAE OF ……

PERSONAL INFORMATION

SURNAME : ……

CHRISTIAN NAMES : ……

GENDER :…….

DATE OF BIRTH :…….

IDENTITY NUMBER :…….

NATIONALITY :…….

MARITAL STATUS :…….

HOME ADDRESS :…….
…….
…….
…….

POSTAL ADDRESS :……..
…….
…….

TELEPHONE NUMBER :……..

CELL PHONE :……..
HOME LANGUAGE : …….

PROFICIENCY IN OTHER LANGUAGES :……..

HEALTH :……..

HOBBIES AND INTERESTS : ……..

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CURRENT POSITION :……..

QUALIFICATIONS

SECONDARY EDUCATION

SCHOOL :……

PERIOD : ……..

GRADE PASSED :……

SUBJECTS :……
…… ……
…… ……
…… ……
…… ……

DISTINCTIONS
PRIZES AND AWARDS
LEADERSHIP ROLES

If you had nothing – just leave out

WORKING EXPERIENCE

PERIOD : ……

FIRM : ……

POSITION HELD : ……

REASON FOR LEAVING : ……

If you did holiday/ part-time work anywhere, fill in. ANY experience helps. (If not, leave out this section)

ATTACHED CERTIFICATES

1……..

2……..

REFERENCES

1……..

2……..

EXERCISE 35
Compile your own CV (Include your covering letter.) **[30]**

4.2.14 Obituary

When someone passes away (dies) an obituary is placed in the newspaper informing people thereof and supplies information regarding the reason for passing away as well as funeral arrangements.

James Lerefolo –
15 June 1963 – 6 February 2011
Suddenly passed away on Sunday, 6 February 2011. Will sadly be missed by Lerato and children. Funeral service on Tuesday, 8 February 2011 at 14:00 in the RC Church in Chris Hani Avenue.

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EXERCISE 36
Read through the obituaries in any newspaper and then write an obituary of some well-known person that passed away. **[30]**

4.2.15 Brochure

Products, services, courses and holiday venues are usually advertised in a brochure. It usually is an A4 page which is folded in half or even a triple fold. Depending on what it is used for, it will contain text, pictures and sometimes maps. It is usually colourful and should attract attention.

E.g.

Tau Guesthouse	Situated in the bush, you will experience the tranquillity of a game park. Ten fully serviced chalets: R450 p.p.	 Contact us: 011 802 1534 or 084 234 5678

This is just an example! You need to give more information.

EXERCISE 37
Compile a brochure for an Art exhibition to be held at your school. Remember to supply ALL the information a visitor should need e.g. day, date, time/ period, place, entry fee etc. Also supply short descriptions about artists.

4.2.16 Editorial

Choose a relevant topic. The topic of an editorial should normally be about a current news story or event. It should be something with a broad appeal to the readership. You can get writing ideas by brainstorming with friends and family.

Use personal opinion. The main difference between an editorial and a news story is that there is room to try to persuade readers with your personal opinion. This should be done in a rational manner. Use your opinion to guide interpretation of the story.

Use emotion sparingly. Strong, reactive emotion will turn off readers, while a more personal and subdued emotional theme will draw readers in.

Use persuasive language. Persuasive writing is one of the key elements of a good editorial. Using clear, active language is very persuasive. Get to the point.

Get your facts straight. If you are writing negative opinions about people or businesses, be sure to begin by stating that it is your opinion. Opinions can be neither proved nor disproved, and will not be taken as libel unless there is an obvious component of malice to them. Never name call.

Try to be entertaining. If you keep all of the above steps of clarity, relevance and fact-checking in mind, you may still write in an entertaining manner. Readers usually expect to get more out of an editorial than simple facts, so don't disappoint. Always one of the best writing tips for opinion editorials is to use humour to illustrate your points when appropriate.

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EXERCISE 38
Write an editorial for your local newspaper on the state of the roads in South Africa **[30]**

4.3 Shorter Transactional Texts

4.3.1 Invitation

The Invitation:
Include ALL information given in question. Remember to mention: date, time, dress (casual or formal) and a number where to call to RSVP accept/decline the invitation.

INVITATION
The principal of
Dinamune High School
cordially invites you to attend the

MATRIC FAREWELL

To be held in the auditorium on
Friday, 16 September 2011
at 18:30
RSVP: Thelma Modise
018 462 1010 before Thursday, 1 September 2011

EXERCISE 39
Compile an invitation to your birthday party. **[20]**

4.3.2 Diary entry

- A diary entry tells of what happened during a specific day. Remember to give the day and date
- Write in the first person = "I
- Use present and past tense
- Describe what you see, feel, hear, experience and think - Share your emotions
- Start with Dear Diary…
- **Do not use slang or colloquial language as you will be penalised in the final exam**.

Sunday, 13 February 2011
Dear diary. I honestly hope he sees me tomorrow. We may wear plain clothes and I really look well in red!! I am so in love with him!! (I bought him a "Be my Valentine" card and Mpho will deliver it.)
Monday, 14 February 2011
My dearest Diary. What a wonderful day!! I am over the moon. He thanked me for the card!!! He couldn't keep his eyes off me…and he asked me to the movies on Friday. Bye, bye Diary. You must dream sweet dreams tonight!

EXERCISE 40
Complete diary entries for three days while you are on holiday. **[20]**

4.3.3 Postcard

Remember when writing a postcard you have limited space so it is acceptable to use abbreviated sentences.
The style is casual and informal.

STAMP

Mr & Ms H Viljoen
PO Box 167
KLERKSDORP
2570

Monday
Dear Mom & Dad
France is a wonderful country. Went to the Louvre and Eiffel Tower today. Windsor castle to-morrow. I enjoy every moment. Next week in Italy – can't wait for all the pizza

Please send some more money.

Love you.
Dihan

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EXERCISE 41
Write a postcard to a friend who is at home while you are attending a bush camp for school leavers. **[20]**

4.3.4 Directions

All of us have to give directions to another person at some stage. Include landmarks as you explain as it makes the explanation more understandable.

Remember the following words or phrases:

- Opposite/ next to/ behind/ across the road/ turn left or right at the robot/ cross two robots/ go halfway round the circle/ go past/ turn right into Mandela Drive/ at the intersection/ at the four-way stop etc.

EXERCISE 42
Your principal wants to visit your parents. Write down the directions to your home from your school. **[20]**

4.3.5 Instructions

When you explain to someone how something is done, you are actually instructing him how to do it.

E.g. How to make coffee: You boil water in the kettle. While you are waiting for the water to boil, you put a teaspoon of coffee powder in a mug. Add some sugar and then the boiling water. Add some milk and stir well to dissolve the sugar. Drink and enjoy!

EXERCISE 43
Give someone instructions on how to bake a cake/ change a flat tyre. **[20]**

4.3.6 Advertisement

When compiling any advertising material the **AIDA** principle should be taken into consideration.

A = grab the attention of the reader
I = it should generate interest
D = this should lead to desire to get what is advertised
A = which then should lead to the action of actually buying/doing what is advertised

Things to keep in mind when advertisements are planned/ compiled/ designed:

When and where it will be advertised; who is the target audience; choice of colours; font; layout; language used as well as the feelings/attitude it portrays

Although there are different types of advertisements, for examination purposes we concentrate on the **DISPLAY** advertisement:

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EXERCISE 44
Compile an advertisement in which you advertise the Art Exhibition to be held in your school hall of all the Gr 12 Art learners of your school. **[20]**

4.3.7 Flyer

A flyer is a small advertisement usually distributed at street crossings or put into your mailbox. It usually supplies brief information on an event to be held or a service advertised.

EXERCISE 45
Design a flyer in which you advertise your services as a house-sitter when people go on holiday. You water plants, feed cats and dogs and you even sleep over if needed. **[20]**

4.3.8 Poster

Posters are usually much bigger forms of advertising like A3 posters on street poles. They advertise from newspaper headlines to concerts, public meetings and Nursery school enrolments as well as Open Days at high schools and many more. Remember all the design principles as discussed in 3.6 apply when doing a poster.

EXERCISE 46
Design a poster in which you advertise the Inter Athletics meeting hosted by your school. **[20]**

4.3.9 Writing an email

This you have to do practically when you have access to the Internet. Make sure that you know how to send an email to one recipient as well as to many.

To :	mfouche@school.co.za (The main recipient)
Cc :	Any other person you want to inform (Carbon copy)
Bcc :	Any other person you want to inform without the people above knowing (Blind carbon copy)
Subject:	Brief heading of what the mail is about
Message …	

4.3.10 Sending a fax

Ditau Guest lodge
FAX MESSAGE

TO	**:** Wolwedraai farm
FOR ATTENTION	**:** Mrs D Fouché

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FAX NUMBER	**:** 018 581 1234
SENT BY	**:** J Williams
DATE	**:** 14 February 2011
NUMBER OF PAGES	**:** -
SUBJECT	**:** Booking

Dear Mrs Fouché

I herewith confirm your booking for two chalets for the period 18 – 22 March 2011 for four (4) people.

You may check in from 14:00 on Friday, 18 March 2011 and check out before 10:00 on 22 March 2011. The cost involved is R360 per person per night = 1440 x 4 nights = R5760

Thank you for choosing Ditau Guest Lodge. Please note that we have game drives and helicopter flights at extra cost and booked in advance. Please confirm your booking and payment per fax.

Regards

ABSA Savings account – 1122667787

J Williams

EXERCISE 47

Compile a fax to be sent in reply to the above fax message. Remember to mention payment etc. **[20]**

4.3.11 Filling in a form

Remember the following when you are asked to fill in a form for examination purposes:

- ★ Complete the whole form – do not leave open spaces rather write Not Applicable
- ★ Fill in only what is asked
- ★ Spell correctly

EXERCISE 48

Complete the following form applying for a job as…….. at the bank. **[20]**

COMMUNITY BANK

APPLICATION FORM

Mail to: The manager, COMMUNITY BANK
P.O. Box 16, KLERKSDORP 2570
Tel: 018 462 1234 Fax: 018 462 0000

1. The form must be completed in the candidate's own handwriting.
2. Tick the applicable boxes □
3. All information will be regarded as confidential
4. Certified copies of relevant certificates must be attached

POSITION APPLIED FOR: _____

Date upon which service can commence: _____

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1. PERSONAL INFORMATION

SURNAME (Dr/Mr/Mrs/Miss) _____

Maiden name (If Married) _____

FULL NAMES: _____

HOME ADDRESS:

ID NO: _____

NATIONALITY _____ HOME LANGUAGE _____

WORK TEL: _____

CELL PHONE: _____

POSTAL ADDRESS:

2. PERSONAL REFERENCES

2.1 NAMES OF THREE PERSONS (Not relatives) FOR REFERENCE PURPOSES

Surname & initials	Occupation	Contact Tel No

3. QUALIFICATIONS: (Proof of highest qualification to be attached)

Institution	Name	Qualification	Subjects passed	Period of study Start	End
School					
University or college					
Membership of professional association			Are you studying at present: Yes ☐ No ☐ If yes, supply details:		

Have you completed your apprenticeship: Yes ☐ No ☐

Name of firm where apprenticeship was completed: _____ Period: From: _____ to _____

Trade Test written? Yes: ☐ No: ☐

4. PREVIOUS EMPLOYMENT

Name and address of employer	Position held	Period employed From	To	Reason for termination of service

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Current or last position:				
Previous position:				

5. HEALTH:

Particulars regarding any serious illnesses, operations or psychiatric treatment:

_____

Name of medical aid:

_____ Membership number:_____

How long have you been absent from work or school over the last 3 years due to illness?
Mention period and reason:_____

6. GENERAL:	Particulars – Motivate your answer
6.1 Have you ever been: Found guilty of a criminal offence? Yes ☐ No ☐	
Dismissed? Yes ☐ No ☐	
6.2 Extramural activities:	
Sport	
Cultural	
Social/ Hobbies	

6.3 Command of language:	Speak			Read			Write		
	Good	Fair	Poor	Good	Fair	Poor	Good	Fair	Poor
Afrikaans									
English									
Other									

6.4 Would you accept transfers? YES/NO If no supply reasons:

I hereby declare that the information supplied in this application is true and correct. I am aware that any false statement may lead to my immediate dismissal.

Signature:_____ Date:____/ _____/_20__

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ASSESSMENT GRID

Use this assessment grid as a **checklist** and **revision list** to see how this English study guide has assisted you and whether you have covered the whole syllabus.

Tick with an "✓"

CONTENT	EXTREMELY HELPFUL	REASONABLY HELPFUL	HELPFUL	NOT HELPFUL AT ALL	USELESS
PAPER 1					
Comprehension					
Summary					
Language					
PAPER 3					
Official/Formal Letter					
Friendly Letter					
Internal memorandum					
Short article					
Notice, Agenda and Minutes					
Speeches					
Dialogue					
Interview					
Review					
Newspaper article					
Magazine Article					
Newspaper Column					
Curriculum Vitae					
Obituary					
Brochure					
Editorial					
Invitation					
Diary entry					
Postcard					
Directions					
Instructions					
Advertisement					
Flyers					
Writing an e-mail					
Poster					
Fax					
Filling in a form					

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